

TExES | Texas Examinations of Educator Standards

Preparation Manual



150 School Librarian

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PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for new Texas Examinations of Educator Standards (TExES). This initiative will impact all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. This standards-based system reflects SBEC's commitment to help align Texas education from kindergarten through college. SBEC's role in this K–16 initiative will ensure that newly certified Texas teachers have the essential knowledge and skills to teach the TEKS to the state's public school students.

This manual is designed to help examinees prepare for the new TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as Texas educators.

More information about the new TExES tests and educator standards can be found at <http://www.sbec.state.tx.us>.

KEY FEATURES OF THE MANUAL

List of competencies that will be tested

Strategies for answering test questions

Sample test items and answer key

If you have questions after reading this preparation manual, please contact the State Board for Educator Certification, Office of Accountability at 1-512-238-3200.

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SECTION I

THE NEW TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each newly developed TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

Development of the New TExES Tests

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, the business community, and parents. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are convened to recommend what the beginning educator should know and be able to do. To ensure vertical alignment of standards across the range of instructional levels, individuals with expertise in early childhood, elementary, middle, or high school meet jointly to articulate the critical knowledge and skills for a particular content area. Participants begin their dialogue using a "clean slate" approach with the TEKS as the focal point. Draft standards are written to incorporate the TEKS and to expand upon that content to ensure that all beginning educators possess the appropriate level of both knowledge and skills to instruct students successfully.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the SBEC Web site for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment, and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review and revise draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a pencil-paper-based or computer-based examination, as appropriate. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.
5. **Develop and Review New Test Items.** The test contractor develops draft items that are designed to measure the competencies described in the test framework. Committees review the newly developed test items that have been written to reflect the competencies in the new test frameworks and may accept, revise, or reject test items. Committee members scrutinize the draft items for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender, and regional bias.
6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items that have been deemed acceptable by the item review committees are then administered to an appropriate sample of Texas educators.
7. **Review Pilot Test Data.** Committees review all the statistical data gathered from the pilot tests to ensure that the test items are valid, reliable, and free from bias.
8. **Administer New TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. SBEC considers this recommendation as it establishes a passing score on the test.

Taking the TExES Test and Receiving Scores

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be mailed a score report approximately four weeks after each test you take. The report will indicate whether you have passed the test and will include:

- a total test scaled score that is reported on a scale of 100–300. The minimum passing score is a scaled score of 240. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- your performance in the major content domains of the test and in the specific content competencies of the test.
 - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test.
- information to help you interpret your results.

You will not receive a score report if you are absent or choose to cancel your score.

Additionally, unofficial score report information will be posted on the Internet on the score report mailing date of each test administration. Information about receiving unofficial scores via the Internet, the score scale, and other score report topics may be found on the SBEC Web site at www.sbec.state.tx.us.

Educator Standards

Complete, approved educator standards are posted on the SBEC Web site at www.sbec.state.tx.us.

SECTION II

USING THE TEST FRAMEWORK

The Texas Examination of Educator Standards (TExES) test measures the content knowledge required of an entry-level educator in this field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.

Organization of the TExES Test Framework

The test framework is based on the educator standards for this field.

The content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

1. the *competency statement*, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and
2. the *descriptive statements*, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 6. These are then followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided on the next page.

Sample Competency and Descriptive Statements

School Librarian

Competency:

The school librarian understands teaching and learning processes and promotes the integration of curriculum, resources, and teaching strategies to ensure all students' success as creators and users of ideas and information.

Descriptive Statements:

The beginning school librarian:

- Participates as an educational leader, an equal partner, and a change agent in the curriculum development process at both the campus and district levels.
- Understands curriculum design and participates in integrated planning of a shared campus vision that focuses on reading, teaching, and learning.
- Uses collaborative planning, cooperative teaching, and direct instruction, as determined by students' needs and state curriculum standards.
- Teaches students effective strategies to locate, gather, select, synthesize, and evaluate information.
- Instructs students in the ethical use of information resources (e.g., plagiarism, copyright, acceptable use).
- Collaborates with faculty to design instructional activities that foster independent learning.
- Adapts teaching strategies to address the diverse learning needs and varied cultural backgrounds of the student population.
- Provides and promotes ongoing staff development/continuing professional education (e.g., integration of information technology, information literacy, literature appreciation) for the learning community.
- Provides and promotes ongoing learning opportunities (e.g., integration of information technology, information literacy, literature appreciation) for students.
- Directs and encourages students to read, view, experience, and listen to a variety of fiction and nonfiction resources for personal and informational needs.

Studying for the TExES Test

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). *Within each domain* of the School Librarian TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. When you have become familiar with the competencies, consider those competencies about which you feel you know the most and the least. You may wish to use this review of the competencies to set priorities for your study time.
3. Review Section V for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. Study this manual for approaches to taking the TExES test.
5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES test study material endorsed by SBEC for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES program.

TEST FRAMEWORK FOR FIELD 150: SCHOOL LIBRARIAN

Domain I Teaching, Learning, and the School Library Environment (approximately 25% of the test)

Standards Assessed:

School Librarian Standards I and IV:

Learner-Centered Teaching and Learning: The school librarian is an educational leader who promotes the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners.

Learner-Centered Library Environment: The school librarian is an educational leader who promotes the success of all students by establishing a climate in the library that enables and encourages all members of the learning community to explore and meet their information needs.

Domain II Program Management, Leadership, and Connections to the Community (approximately 30% of the test)

Standards Assessed:

School Librarian Standards II and V:

Learner-Centered Library Program Leadership and Management: The school librarian is an educational leader who promotes the success of all students by acquiring, organizing, and managing information for use in a creative and exemplary library program.

Learner-Centered Connections to the Community: The school librarian is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and fostering the use of community resources.

Domain III Librarianship, Information Science, and Technology (approximately 45% of the test)

Standards Assessed:

School Librarian Standards III and VI:

Learner-Centered Technology and Information Access: The school librarian is an educational leader who promotes the success of all students by facilitating the use and integration of technology, telecommunications, and information systems to enrich the curriculum and enhance learning.

Learner-Centered Information Science and Librarianship: The school librarian is an educational leader who promotes the success of all students by possessing and utilizing a unique knowledge base that draws from both education and library information science to provide experiences that help learners locate, evaluate, and use information to solve problems while becoming lifelong readers and learners.

DOMAIN I—TEACHING, LEARNING, AND THE SCHOOL LIBRARY ENVIRONMENT

Competency 001 (Teaching and Learning in the School Library Program)

The school librarian understands teaching and learning processes and promotes the integration of curriculum, resources, and teaching strategies to ensure all students' success as creators and users of ideas and information.

The beginning school librarian:

- Participates as an educational leader, an equal partner, and a change agent in the curriculum development process at both the campus and district levels.
- Understands curriculum design and participates in integrated planning of a shared campus vision that focuses on reading, teaching, and learning.
- Uses collaborative planning, cooperative teaching, and direct instruction, as determined by students' needs and state curriculum standards.
- Teaches students effective strategies to locate, gather, select, synthesize, and evaluate information.
- Instructs students in the ethical use of information resources (e.g., plagiarism, copyright, acceptable use).
- Collaborates with faculty to design instructional activities that foster independent learning.
- Adapts teaching strategies to address the diverse learning needs and varied cultural backgrounds of the student population.
- Provides and promotes ongoing staff development/continuing professional education (e.g., integration of information technology, information literacy, literature appreciation) for the learning community.
- Provides and promotes ongoing learning opportunities (e.g., integration of information technology, information literacy, literature appreciation) for students.
- Directs and encourages students to read, view, experience, and listen to a variety of fiction and nonfiction resources for personal and informational needs.

Competency 002 (Library Environment)

The school librarian establishes a library environment that enables and encourages all members of the learning community to explore and meet their information needs.

The beginning school librarian:

- Understands principles of exemplary library design as defined by state and federal guidelines for a simultaneous-use facility for individuals, small groups, and classes.
- Develops and maintains a flexible, functional, and barrier-free library facility that is safe, secure, and age-appropriate.
- Uses space effectively in the school library (e.g., for displays of student-produced, faculty-produced, and community-produced materials and collections).
- Promotes equitable access to resources and information during and beyond the instructional day and school year.
- Creates a learning environment in which the diversity of groups and the uniqueness of individuals are recognized and appreciated.
- Provides access to library resources and facilities through open, flexible scheduling for classes, small groups, and individuals.

DOMAIN II—PROGRAM MANAGEMENT, LEADERSHIP, AND CONNECTIONS TO THE COMMUNITY

Competency 003 (Library Program Management)

The school librarian understands library program management and acquires, organizes, and manages resources.

The beginning school librarian:

- Uses effective decision making (e.g., synthesizing information from a variety of sources) to develop and maintain an exemplary library program.
- Develops procedures for the school library program to ensure compliance with Board policies and local, state, and federal laws.
- Uses effective strategies and techniques for systematically performing fiscal library management operations (e.g., record keeping, budgeting, purchasing, grant writing).
- Manages and maintains facilities and resources (e.g., scheduling, circulation, inventory, repair, reporting).
- Supervises students and implements programs to manage and evaluate human resources.
- Collaborates with faculty to evaluate (e.g., select, weed) library resources that support the curriculum and leisure reading.
- Designs and implements acceptable use policies for current and emerging technologies.
- Monitors, assesses, and employs existing and emerging technologies for management applications.
- Uses effective planning, time management, and organization of work to maximize attainment of district and campus goals.

Competency 004 (Library Program Leadership and Connections to the Community)
The school librarian exhibits library program leadership and collaborates within the school and community to promote the success of all students.

The beginning school librarian:

- Advocates for the development of an exemplary library program that encourages excellence in all students.
- Designs and uses statistical reports to support an exemplary library program.
- Applies effective leadership strategies within campus and district administrative structures to promote library program goals.
- Promotes awareness of, respect for, and responsiveness to learning differences and diversity within the school and community.
- Communicates effectively through oral, written, electronic, and nonverbal expression.
- Establishes partnerships with businesses, learning institutions, global communities, organizations, and other libraries to strengthen programs and support campus goals.
- Develops library programs that offer families opportunities to participate in school activities and in their children's education.
- Develops and implements a comprehensive public relations program (e.g., news media, Web pages, newsletters) that effectively involves and informs multiple constituencies.

DOMAIN III—LIBRARIANSHIP, INFORMATION SCIENCE, AND TECHNOLOGY

Competency 005 (Librarianship and Information Science)

The school librarian applies knowledge of librarianship and information science to help the school community locate, evaluate, and use information to solve problems and to encourage lifelong reading and learning.

The beginning school librarian:

- Understands the role of all types of libraries and information agencies in an integrated learning environment.
- Understands the role of the school library program as a central element in the intellectual life of the school.
- Applies knowledge of theories, principles, and skills related to collection development (e.g., evaluating, selecting, and acquiring resources).
- Applies standard procedures (e.g., AACR, Dewey, LCSH, MARC) for classifying, cataloging, and processing resources.
- Applies knowledge of theories, principles, and skills related to organization, storage, and retrieval of resources.
- Applies bibliographic and retrieval techniques for organizing and using information sources.
- Effectively interviews patrons to determine information needs.
- Applies knowledge of literature and information resources to help patrons select materials.
- Employs a variety of techniques (e.g., reading materials, media, programs, motivational strategies) to guide the development of independent readers.
- Understands and applies principles of ethical behavior (e.g., intellectual freedom, information access, privacy, intellectual property) in various professional contexts.
- Demonstrates a commitment to the library profession (e.g., membership in professional organizations, participation in continuing education, collaboration with other information professionals).

Competency 006 (Information Access and Technology)

The school librarian uses and integrates technology, telecommunications, and information systems to enrich the curriculum, enhance learning, and promote the success of the school community.

The beginning school librarian:

- Understands basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks).
- Evaluates, acquires, analyzes, and manages digital resources (e.g., data-bases, network information) and assesses information for accuracy and validity.
- Uses existing and emerging technologies to access, evaluate, and disseminate information for library and instructional programs.
- Uses interlibrary loan to facilitate information access beyond the campus.
- Uses productivity tools to communicate information in various formats (e.g., newsletters, multimedia presentations, Web applications, teleconferencing).
- Uses information problem-solving processes, activities, and materials to integrate the state-mandated curriculum for technology applications into the library program.
- Models successful search strategies using technology.
- Guides students and staff to utilize established criteria (e.g., design, content delivery, audience, relevance) in the development of technology-based products.
- Participates in district, state, and national technology initiatives.
- Selects and utilizes automation systems, including OPAC on the Web, to provide maximum access to resources.

SECTION III

APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you will see on the School Librarian test and to suggest possible ways to approach thinking about and answering the multiple-choice items. The approaches described are meant as suggestions; you may want to try using them on the sample questions included in the next section. However, these approaches are not intended to replace test-taking strategies with which you are already comfortable and that work for you.

The School Librarian test is designed to include 80 scorable multiple-choice items and approximately 10 nonscorable items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these questions will perform under actual testing conditions. Nonscorable test items are not considered in calculating your score, and they are not identified on the test.

All multiple-choice questions on the School Librarian test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

When you are ready to answer a multiple-choice question, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

Item Formats

You may see the following two types of multiple-choice questions on the test.

- Single items
- Clustered items

Following the last item of a clustered item set containing two or more items, you will see the graphic illustrated below.



This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for answering each type of item. In the actual testing situation, you may mark the test items and/or write in the margins of your test booklet, **but your final response must be indicated on the answer sheet provided.**

SINGLE ITEMS

In the single item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the question. The following question is an example of this type. It tests knowledge of School Librarian competency 002: *The school librarian establishes a library environment that enables and encourages all members of the learning community to explore and meet their information needs.*

A school librarian has been asked to serve on a committee to help plan new library facilities for an elementary school. In the planning process, the librarian should urge committee members to give first priority to:

- A. estimating an acceptable cost per square foot for the library.
- B. defining the library's users and their needs.
- C. determining types of technology that will be installed in the library.
- D. identifying a reasonable timeline for completion of the library.

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice, and mark it on your answer sheet.

In this situation, a committee is planning new library facilities for an elementary school. A school librarian on the committee will share his or her views on what should receive first priority in the planning process. Now look at the response options and consider which of them describes the highest priority at this time.

Option A suggests that the committee's first priority should be to decide how much money to allocate to each budget category. Over the course of its deliberations, the committee is likely to consider how best to allocate funds among various budget categories, such as collection development, furnishings, technology updates, etc. It would be difficult or impossible, however, to make appropriate decisions in this regard without first identifying the needs of those who will be using the library. Option A can therefore be eliminated as the best response to this item.

Option B suggests that the committee's first priority should be to define the library's users and their needs. The primary goal of any school library program should be to develop library users' information literacy, enabling them to become lifelong learners and skillful consumers and producers of information. To achieve this goal, planners must understand and be responsive to the specific information literacy needs of the population to be served. Thus option B, defining library users and their needs, would be an appropriate first priority for the planning committee.

Option C suggests that the committee's first priority should be to determine types of technology to install in the library. Technology is a critical feature of any contemporary library; however, the types of technology to select for a particular school library would depend on a variety of factors, including, for example, the size and needs of the school population. Therefore, option C would not be an appropriate initial priority for planners.

Option D suggests that the committee's first priority should be to identify a reasonable timeline for completion of the new library. Although the committee may eventually want to propose such a timeline, this should be a secondary consideration during the initial phases of planning, when the primary focus should be on identifying facility features and resources that will be required to address needs and achieve goals. Option D can thus be eliminated as the best response to this item.

Among the alternatives offered, only defining the library's users and their needs would be an appropriate first priority for the library facilities committee. Therefore, the correct response is option B.

CLUSTERED ITEMS

Some items are preceded by stimulus material that relates to the item. Some types of stimulus material included on the test are examples of student activities and scenarios depicting librarian interactions or tasks. In such cases, you will generally be given information followed by an event to analyze, a problem to solve, or a decision to make.

Two or more items may be related to a single stimulus. You can use several different approaches to answer these types of questions. Some commonly used approaches are listed below.

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the item and refer again to the stimulus material to verify the correct answer.
- Strategy 2** Read the item *before* considering the stimulus material. The theory behind this strategy is that the content of the item will help you identify the purpose of the stimulus material and locate the information you need to answer the question.
- Strategy 3** Use a combination of both strategies; apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the item first" strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample items in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the item, you should read it carefully and critically. You may want to underline its important points to help you answer the item.

As you consider items set in school library contexts, try to enter into the identified librarian's frame of mind and use that librarian's point of view to answer the items that accompany the stimulus. Be sure to consider the items in terms of only the information provided in the stimulus—not in terms of specific situations or individuals you may have encountered.

Suggested Approach

First read the stimulus (a description of a librarian's situation at an elementary school).

Use the information below to answer the two questions that follow.

A school librarian has just been assigned to an elementary school in which each class has traditionally visited the school library once a week to borrow and return books. The library has been closed to other students at these times. Because of the school's large size, most of the library schedule has been taken up with this activity, although a few periods per week have remained unscheduled.

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures competency 002: *The school librarian establishes a library environment that enables and encourages all members of the learning community to explore and meet their information needs.*

One result of such a scheduling policy is to:

- A. enable the school librarian to make optimal use of her expertise as an information specialist.
- B. limit the program's ability to provide the widest possible range of services to users.
- C. help ensure that students make good use of their time in the library.
- D. reduce the school librarian's ability to monitor students' activities in the library.

Consider carefully the information presented in the stimulus regarding the current scheduling policy. Then read the first question, which asks you to identify a result of this policy. Recall that the current policy permits each class to visit the library once a week, during which time the library is closed to other classes. This means that the library has only a few unscheduled periods per week during which any students wishing to do so may use the facility. Now look at the response options to consider the most likely results of such a policy.

Option A suggests that the scheduling policy results in the optimal use of the librarian's expertise as an information specialist, yet the policy limits most students' activity in the library to borrowing and returning books. The school librarian, in contrast, is prepared to teach a multitude of research and information skills, such as accessing information from multiple sources, evaluating and synthesizing information, using information for a variety of purposes, communicating information effectively, and so on. The current scheduling policy draws only minimally on this fund of knowledge and expertise. Option A is not the best response to this question.

Option B suggests that the scheduling policy limits the program's ability to provide the widest possible range of services to users. This is indeed the case. The schedule described in the scenario leaves little time for students to explore the wealth of resources and technologies that are available through the school library, or the numerous strategies for using them. The current schedule imposes constraints that not only restrict the activities and services the program can offer, but also limits the librarian's ability to respond flexibly to the specific needs of students, teachers, and classes. Thus option B accurately describes a significant drawback to the current scheduling policy.

Option C suggests that the scheduling policy helps ensure that students make good use of their time in the library. Although confining the library visit to a "book exchange" and restricting library access would limit the type and level of activity going on, such a strategy would not ensure that students were spending their time as productively as they could. While learning to locate books of interest may be an appropriate instructional objective for some students, other students may have different needs and goals that will not be addressed under the current system. Therefore option C may be eliminated.

Option D suggests that the scheduling policy would impair the librarian's ability to monitor students. On the contrary, limiting library visits to a single class at a time for a single purpose would probably make it relatively easy for the librarian to monitor students' activities. Option D is therefore not the best response to this item.

Among the four options offered, only option B is likely to result from the scheduling policy described.

Now you are ready to answer the next question. The second question measures competency 003: *The school librarian understands library program management and acquires, organizes, and manages resources.*

The librarian is considering making some adjustments to the established schedule. To ensure that any changes proceed smoothly, it would be especially important to:

- A. avoid making any changes that will require changes in teachers' behavior.
- B. ensure that any changes made are in the form of additions to the routines and services that are already in place.
- C. avoid making any changes without obtaining prior approval from the majority of the faculty.
- D. ensure that faculty members have opportunities to offer suggestions about changes and their implementation.

Consider carefully the information presented in the stimulus. Then read and reflect on the second question, which asks how the librarian can best ensure that changes to the schedule proceed smoothly.

Option A suggests that the librarian should avoid making any adjustments that would require changes in teachers' behavior. The librarian's primary purpose for making any changes, however, should be to meet students' needs more effectively. Therefore, the question of whether teachers will have to adjust their behavior must necessarily be of secondary importance. If the changes result in better services to students, the teachers as professionals should be responsive. Option A is not the best response to this item.

Option B suggests that changes should be in the form of additional offerings that leave existing routines and services in place. A review of the stimulus, however, reveals that the current structure of the program is highly inflexible and unlikely to allow much improvement. Any changes the librarian makes must be based on the needs of the students rather than the characteristics of the current program. Option B may therefore be eliminated.

Option C suggests that it is especially important to avoid making any changes to the library schedule without first obtaining approval from the majority of the faculty. While it is highly desirable to have faculty support for the changes, achieving a specific, predetermined level of such support should not dictate the substance or process of change. Changes should be considered in terms of the school's educational mission and the needs of students. While teachers and administrators should be involved in the change process, it is the librarian who should provide the leadership for change. Option C can therefore be eliminated.

Option D suggests that, to ensure that changes to the schedule proceed smoothly, faculty members should be given input into the process. A key principle in promoting the acceptance of change of any type is to invite ongoing participation by those who will be affected. By asking faculty members to contribute their ideas about their own needs, the needs of their students, and the school's educational mission, the librarian is helping to ensure that the changes will meet the needs of and be supported by all library users. Option D, inviting faculty members to suggest ideas about changes, is certainly important in ensuring that any schedule adjustments proceed smoothly.

Among the four options offered, only option D would be expected to help ensure that changes to the established schedule proceed smoothly.

SECTION IV

SAMPLE ITEMS

This section presents some sample test items for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample item. Please note that the competency statements will not appear on the actual test form. Space has been provided for you to make notes on each item.

An answer key on page 57 follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

The sample items are included to illustrate the formats and types of items you will see on the test; however, your performance on the sample items should not be viewed as a predictor of your performance on the actual examination.

SCHOOL LIBRARIAN

1. Which of the following should be standard practice in a school library to help ensure adherence to copyright laws?
 - A. including copyright education as part of the information skills curriculum and staff development
 - B. placing all materials dealing with copyright issues on reserve
 - C. restricting use of the library's copy machines to library staff and faculty members
 - D. asking all library users to sign a form agreeing to abide by laws governing the use of copyrighted materials

The item above measures competency 001:

The school librarian understands teaching and learning processes and promotes the integration of curriculum, resources, and teaching strategies to ensure all students' success as creators and users of ideas and information.

2. One of the goals in an elementary school is to foster students' development as lifelong learners. The school librarian can best support this goal by:
- A. ensuring that every student in the school participates in a resource-based project at least once a year.
 - B. encouraging students to have a specific purpose in mind whenever they visit the school library.
 - C. developing an extensive collection that includes both general and specialized reference sources.
 - D. teaching research skills as students seek information about topics of interest to them.

The item above measures competency 001:

The school librarian understands teaching and learning processes and promotes the integration of curriculum, resources, and teaching strategies to ensure all students' success as creators and users of ideas and information.

3. The librarian in an elementary school is aware that teachers often give research assignments in which they specify the materials that students must use (e.g., "Read at least one book, one encyclopedia article, and two journal articles on your topic"). The librarian's best strategy for promoting students' success at this type of assignment would be to:
- A. ask that teachers provide the librarian with the titles of materials that fulfill the requirements of the assignments.
 - B. plan with teachers to ensure that such assignments correspond to available resources.
 - C. ask that teachers provide plenty of advance notice so that materials can be pulled before students' visits.
 - D. advise teachers that the librarian should specify the resources to be used in such assignments.

The item above measures competency 001:

The school librarian understands teaching and learning processes and promotes the integration of curriculum, resources, and teaching strategies to ensure all students' success as creators and users of ideas and information.

4. A high school librarian is developing a proposal to extend the library's hours beyond the instructional day. The librarian should include which of the following as a priority in the proposal?
- A. adding security measures to ensure the safety of library patrons and staff
 - B. purchasing new computer workstations and reading carrels for additional library users
 - C. increasing the number of books, magazines, and newspapers available to patrons
 - D. enhancing accommodations for disabled patrons to ensure barrier-free library access

The item above measures competency 002:

The school librarian establishes a library environment that enables and encourages all members of the learning community to explore and meet their information needs.

5. A growing number of the students in an elementary school are native Spanish speakers in a bilingual program. Which of the following would be the school librarian's best response to this change in the student population?
- A. developing a section of books that provide Spanish speakers with common English phrases and idioms
 - B. developing a plan for building up the library's collection of Spanish-language print and nonprint resources
 - C. initiating a program to encourage Spanish-speaking students to bring books from home to share with their classmates
 - D. planning to spend part of the school library budget on Spanish-language textbooks

The item above measures competency 002:

The school librarian establishes a library environment that enables and encourages all members of the learning community to explore and meet their information needs.

6. Which of the following school library policies is consistent with the American Library Association's Library Bill of Rights?
- A. removing specific resources from the collection in an effort to ease intergroup tensions in the local community
 - B. charging a minimal fee for extra-curricular use of the library's electronic equipment
 - C. asking a committee of students to decide whether or not a particular resource should be included in the collection
 - D. permitting students to use materials considered biased by a local citizens' organization

The item above measures competency 002:

The school librarian establishes a library environment that enables and encourages all members of the learning community to explore and meet their information needs.

7. A school librarian who is helping create an Acceptable Use Policy (AUP) for a school should be aware that the primary purpose of such policies is to:
- A. inform users about priorities and procedures for scheduling use of the school's computers and peripherals.
 - B. describe requirements for the care and maintenance of the school's technological resources.
 - C. specify guidelines and prohibitions regarding the use of technology within the school.
 - D. inform users about important licensing issues for specific software applications used in the school.

The item above measures competency 003:

The school librarian understands library program management and acquires, organizes, and manages resources.

8. A school librarian finds a book whose binding is damaged. Which of the following is the best justification for deciding to have the book rebound?
- A. The book contributes to the collection but is no longer in print.
 - B. The book is one volume in a series of books.
 - C. The library has more funds available for rebinding books than for replacing them.
 - D. The book contains information related to a broad range of subject areas.

The item above measures competency 003:

The school librarian understands library program management and acquires, organizes, and manages resources.

9. A school librarian wants to enhance alignment between the library's program goals and the school curriculum. To facilitate this process, which of the following steps should the librarian take first?
- A. Discuss discrepancies between the curriculum goals and available resources with library staff.
 - B. Obtain input from the principal about objectives and planning for the library program.
 - C. Discuss instructional and research needs with teachers and administrators.
 - D. Evaluate the budget for the upcoming year to determine what funds will be available for new acquisitions.

The item above measures competency 003:

The school librarian understands library program management and acquires, organizes, and manages resources.

10. A high school librarian is aware that this year the technology committee will be discussing the acquisition and allocation of new computers. The librarian's best strategy for attempting to ensure that some of the new computers are placed in the school library would be to:
- A. ask one member of the committee to represent the librarian's point of view when the topic is raised.
 - B. provide the committee members with copies of research findings on the value of computers in school libraries.
 - C. submit a proposal documenting the library's needs and arrange to attend the committee meetings.
 - D. write a memo clearly stating the librarian's position and send copies to all members of the committee.

The item above measures competency 004:

The school librarian exhibits library program leadership and collaborates within the school and community to promote the success of all students.

11. A middle school librarian wants to develop connections with the families of students in the school. The librarian's best strategy for accomplishing this would be to establish which of the following policies?
- A. Open the school library one evening a week for families to borrow books.
 - B. Involve parents immediately in any issues between their children and the school library, such as overdue or lost books.
 - C. Hold a library open house for all families at the beginning of each school year.
 - D. Send home a monthly "honor roll" of all students who have read a specified number of books.

The item above measures competency 004:

The school librarian exhibits library program leadership and collaborates within the school and community to promote the success of all students.

12. Which of the following strategies is most likely to be effective in gaining administrative support for a school library's budget proposal?
- A. Relate requested expenditures to curriculum objectives and the school philosophy.
 - B. Describe the range of activities that are currently sponsored by the school library.
 - C. Compare requested funding for the library to amounts being requested for other school programs.
 - D. Demonstrate how many students and other members of the school community used the library during the previous year.

The item above measures competency 004:

The school librarian exhibits library program leadership and collaborates within the school and community to promote the success of all students.

13. Which of the following best describes the main reason for a school library program to formulate a mission statement?
- A. to establish criteria for evaluating the costs and benefits of specific library services and activities
 - B. to distinguish the responsibilities of library personnel from the duties of other educational professionals in the learning community
 - C. to provide a basis for creating an efficient and effective division of labor among library personnel
 - D. to promote understanding of program objectives among both library personnel and members of the learning community

The item above measures competency 004:

The school librarian exhibits library program leadership and collaborates within the school and community to promote the success of all students.

14. In a middle school, reminders about overdue books are routinely sent to students' homeroom teachers, who then pass along each reminder to the appropriate student. A librarian who is new to the school is concerned about the system's failure to protect students' privacy. The librarian can best remedy the situation by using which of the following procedures?
- A. Delete book titles from overdue notices so that only call numbers and due dates appear.
 - B. Call students to the library and have library staff personally hand students their overdue notices.
 - C. Fold and staple overdue notices so that the student's name is visible but information about the book is not.
 - D. Mail overdue notices to students' homes rather than having them delivered in school.

The item above measures competency 005:

The school librarian applies knowledge of librarianship and information science to help the school community locate, evaluate, and use information to solve problems and to encourage lifelong reading and learning.

15. Which of the following is a generally accepted guideline concerning the use of copyrighted computer software in a school library?
- A. Any software program that is purchased by a school may be placed on a local area network (LAN) for school-related use by multiple users.
 - B. After a school receives a version upgrade of a copyrighted software program, the school may use the old and new versions concurrently.
 - C. It is permissible for a school to run the archival copy of a computer software program on a second computer if the program is in use.
 - D. A school's ability to use software programs on multiple computers depends on the publisher's licensing agreement for each program.

The item above measures competency 005:

The school librarian applies knowledge of librarianship and information science to help the school community locate, evaluate, and use information to solve problems and to encourage lifelong reading and learning.

16. A ninth-grade student asks the school librarian for help finding information on Martha Graham. Which of the following would be the librarian's best *initial* response?
- A. Show the student how to use the online public access catalog (OPAC) to research the topic.
 - B. Help the student identify an appropriate encyclopedia volume and other relevant reference works.
 - C. Show the student how to use the browse function of the electronic database.
 - D. Interview the student briefly to identify and clarify specific information needs.

The item above measures competency 005:

The school librarian applies knowledge of librarianship and information science to help the school community locate, evaluate, and use information to solve problems and to encourage lifelong reading and learning.

17. A high school librarian has earmarked a portion of the acquisitions budget for new recreational reading titles. Effective methods for making appropriate selection decisions in this area include:
- A. using a list of the school's course offerings to identify curriculum-related titles that can reinforce students' learning.
 - B. collecting data on the number and grade levels of students who visit the school library for non-research-related purposes.
 - C. providing a notebook at the circulation desk in which students can request specific authors, titles, or topics.
 - D. creating a list of current holdings by subject and asking frequent library users to review the list for areas in which coverage is weak.

The item above measures competency 005:

The school librarian applies knowledge of librarianship and information science to help the school community locate, evaluate, and use information to solve problems and to encourage lifelong reading and learning.

18. Recently the public librarian informed a high school librarian that when a particular research topic has been assigned at school, the first few students to arrive at the public library typically check out all the available materials, leaving nothing for other students. The best action for the school librarian to take to address this situation would be to:
- A. identify the students who are most often responsible for the situation and ask them to limit voluntarily the resources they borrow.
 - B. suggest to teachers that they establish sign-up systems in their classrooms to ensure equitable use of resources among students.
 - C. make arrangements to inform the public librarian beforehand about upcoming assignments so that materials can be put on reserve.
 - D. suggest to teachers that they plan research assignments in such a way that students can complete them using only school library resources.

The item above measures competency 005:

The school librarian applies knowledge of librarianship and information science to help the school community locate, evaluate, and use information to solve problems and to encourage lifelong reading and learning.

19. Subscription databases are most likely to be available to a school librarian in which of the following formats?
- A. downloaded PDF files
 - B. Web-based accounts
 - C. CD-ROMs
 - D. floppy disks

The item above measures competency 006:

The school librarian uses and integrates technology, telecommunications, and information systems to enrich the curriculum, enhance learning, and promote the success of the school community.

20. A school librarian plans to create a printed monthly newsletter for faculty and administrators to call their attention to new library acquisitions, interesting journal articles, upcoming educational television programs, and the like. Which of the following features available in most integrated software applications would most facilitate this effort?
- A. toolbar
 - B. template
 - C. insert function
 - D. autoformat

The item above measures competency 006:

The school librarian uses and integrates technology, telecommunications, and information systems to enrich the curriculum, enhance learning, and promote the success of the school community.

21. A school librarian wants to minimize the potential for network disruption as a result of electrical outages. The librarian can best achieve this goal by installing which of the following devices?
- A. a firewall server
 - B. a tape-drive backup system
 - C. a surge suppressor
 - D. a battery backup

The item above measures competency 006:

The school librarian uses and integrates technology, telecommunications, and information systems to enrich the curriculum, enhance learning, and promote the success of the school community.

22. Services provided by the Texas Library Connection can be expected to benefit the school library program primarily by:
- A. providing the library with electronic full-text journals, newspapers, and other informational databases.
 - B. offering the school access to library specialists in a range of areas.
 - C. enabling library staff to pursue joint purchasing agreements for information services.
 - D. providing e-mail capabilities among libraries.

The item above measures competency 006:

The school librarian uses and integrates technology, telecommunications, and information systems to enrich the curriculum, enhance learning, and promote the success of the school community.

23. A school librarian has installed virus-protection software on network computers that are used by members of the school community for various purposes (e.g., conducting Internet research, printing homework assignments brought to school on disk). The librarian can best ensure that the computers will be protected from new computer viruses by using which of the following strategies?
- A. Supply users with disks, and require them to use the approved disks when copying files from other computers to the school's computers.
 - B. Provide all users with an established set of guidelines for avoiding sites and documents likely to carry viruses, and reinforce the guidelines on a regular basis.
 - C. At the start of each week, check that the installed virus-protection software is still operating properly before running any applications.
 - D. Subscribe to the Internet-based automatic update service that is offered by the software's manufacturer.

The item above measures competency 006:

The school librarian uses and integrates technology, telecommunications, and information systems to enrich the curriculum, enhance learning, and promote the success of the school community.

24. A school librarian is helping a seventh-grade science teacher plan a class activity in which groups of students will research a topic of interest and then create multi-media presentations to present their findings. During the planning process, the teacher expresses concern that students may focus so much attention on the design of their products that they will lose sight of the content. The librarian can best help the teacher address this issue by recommending use of which of the following approaches?
- A. Begin the project by having students submit a proposal that includes a description of why they want to research their particular topic.
 - B. Create student groups whose members exhibit diverse strengths in regard to achievement, creativity, and background knowledge.
 - C. Have students use a rubric that includes content-related criteria to develop and evaluate their own products.
 - D. Require that students submit their research findings in the form of a written essay as well as a multi-media presentation.

The item above measures competency 006:

The school librarian uses and integrates technology, telecommunications, and information systems to enrich the curriculum, enhance learning, and promote the success of the school community.

25. A school librarian is using word-processing software to create an information sheet for library users. The librarian has taken a photograph that she wants to insert into the information sheet. She would also like to use this same photograph in materials she plans to create with the word-processing software at a later date. The librarian can accomplish the task most efficiently by using which of the following techniques?
- A. Scan the photograph into a graphics program and save it to the computer's hard drive.
 - B. Create a digitized version of the photograph with a light pen.
 - C. Use a photocopier to reproduce the photograph on all desired materials.
 - D. Scan the photograph directly into the word-processing program.

The item above measures competency 006:

The school librarian uses and integrates technology, telecommunications, and information systems to enrich the curriculum, enhance learning, and promote the success of the school community.

26. A school librarian is talking to a student who is conducting online research for a report on depletion of ozone in the atmosphere. The student has found useful information on the Web site of an environmental group. The Web site uses data from scientific studies to criticize government policies and industrial practices that it says contribute to the problem of ozone depletion. The Web site includes links to some of the studies cited and to the Web sites of other environmental groups concerned about this issue. The librarian can best help the student ensure that his report will be objective by guiding him to take which of the following steps next in his online research?
- A. Use the links to the scientific studies to check the accuracy of the information presented on the environmental group's Web site.
 - B. Search for other online resources that are likely to present different perspectives on the issue.
 - C. Use the links to the Web sites of other environmental groups to compare and contrast different groups' views on the issue.
 - D. Search for additional information about the environmental group, its membership, and its reputation.

The item above measures competency 006:

The school librarian uses and integrates technology, telecommunications, and information systems to enrich the curriculum, enhance learning, and promote the success of the school community.

27. A school library is planning to provide access to its online public access catalog (OPAC) through ten computer stations that will be placed in the reference area. Which of the following is the most appropriate method for connecting the computers to the OPAC?
- A. connecting the computers to the OPAC and to one another through the Internet
 - B. installing a copy of the OPAC on each of the ten computers
 - C. connecting the computers to the OPAC and to one another using a direct modem link
 - D. connecting the computers to the OPAC and to one another using a local area network (LAN)

The item above measures competency 006:

The school librarian uses and integrates technology, telecommunications, and information systems to enrich the curriculum, enhance learning, and promote the success of the school community.

Use the information below to answer the three questions that follow.

A middle school librarian is beginning an activity with a seventh-grade class. Students will select a career, conduct research about that career, and create a brochure illustrating what they have learned.

28. The librarian asks students to cite every book or resource they looked at, even if it was found not to be useful, as a record of their search. Of the following, the major benefit of this practice is to:
- A. encourage students to broaden their searches to include a variety of information formats.
 - B. provide the librarian with information on the relevance and inclusiveness of the vocational collection.
 - C. prompt students to organize their search strategies effectively.
 - D. help the librarian gain insight into students' search strategies.

The item above measures competency 001:

The school librarian understands teaching and learning processes and promotes the integration of curriculum, resources, and teaching strategies to ensure all students' success as creators and users of ideas and information.

29. Several students in the class have trouble beginning assignments independently. The librarian's best approach for helping these students begin their research would be to:
- A. advise them to do a keyword search.
 - B. pull the resources prior to students' arrival in the library.
 - C. provide them with a procedure to enable them to assume responsibility for the research process.
 - D. work with each of the students individually to help them get started on their projects.

The item above measures competency 001:

The school librarian understands teaching and learning processes and promotes the integration of curriculum, resources, and teaching strategies to ensure all students' success as creators and users of ideas and information.

30. Several students in the class wish to explore science- and technology-related careers. Which of the following would be the best reference source for these students as they begin their research?

- A. *Dictionary of Science and Technology*
- B. *Occupational Outlook Handbook*
- C. *Asimov's Biographical Encyclopedia of Science and Technology*
- D. *Peterson's Guide to Colleges and Universities*



The item above measures competency 005:
The school librarian applies knowledge of librarianship and information science to help the school community locate, evaluate, and use information to solve problems and to encourage lifelong reading and learning.

Use the information below to answer the four questions that follow.

A middle school librarian has decided to request a substantial increase in funding as compared to requests made in recent years. The community's school-age population has increased significantly in the past five years, and the size of the school's collection no longer meets state standards. In addition, a large percentage of the collection is outdated, having been purchased during the 1970s and 1980s.

31. Which of the following strategies would be the best first step in gaining support for increased funding?
- A. Contact the superintendent's office and ask for a meeting to discuss ways to bring the school library's resources into compliance with state guidelines.
 - B. Research options for obtaining funding through national and private sources and begin collecting information necessary to apply for grants.
 - C. Develop a budget in cooperation with the school principal and the district library director, justifying the request in terms of the current status of the collection.
 - D. Write a series of articles for the local newspaper on the impact of inadequate school library programs on the education of schoolchildren.

The item above measures competency 003:

The school librarian understands library program management and acquires, organizes, and manages resources.

32. Given the information provided, the library program's print holdings can be expected to exhibit the greatest inadequacies in terms of which of the following?
- A. appeal of the arts collection
 - B. inclusion of titles at varied reading levels
 - C. appeal of the folklore collection
 - D. inclusion of titles reflecting cultural diversity

The item above measures competency 005:

The school librarian applies knowledge of librarianship and information science to help the school community locate, evaluate, and use information to solve problems and to encourage lifelong reading and learning.

33. Under the circumstances described, it would be especially important for the school librarian to:
- A. initiate the process of designing a long-term collection development plan.
 - B. begin an intensive weeding of the library's current holdings.
 - C. acquire a large number of new materials for the library program as quickly as possible.
 - D. start collecting a wide range of titles for the consideration file.

The item above measures competency 005:

The school librarian applies knowledge of librarianship and information science to help the school community locate, evaluate, and use information to solve problems and to encourage lifelong reading and learning.

34. Which of the following best describes the role of the district board of education in regard to the school librarian's selection of print materials for the library program?
- A. providing extensive bibliographies from which titles may be selected for acquisition
 - B. adopting an official policy that includes selection guidelines
 - C. approving each title tentatively selected for acquisition
 - D. enumerating specific titles that must be included in each school's library collection



*The item above measures competency 003:
The school librarian understands library program management and acquires,
organizes, and manages resources.*

Use the information below to answer the three questions that follow.

A school librarian new to a high school wants to conduct a comprehensive evaluation of the library program. The librarian plans to look at a variety of issues, such as the level of integration of the library and classroom programs, the degree to which the collection supports the curriculum, the status of technological resources, the faculty's and administration's level of satisfaction with the program, and the perceived role of the school librarian.

35. One resource the librarian will be using to guide this effort is the ALA's *Information Power: Building Partnerships for Learning*. This resource will be especially useful for providing:
- A. detailed "how-to" instructions for performing a range of school library management and maintenance functions.
 - B. a philosophical and theoretical framework for the development of effective school library programs.
 - C. case studies examining diverse approaches to the development of school library programs and their outcomes.
 - D. research-based statistical data supporting the value of exemplary school library programs in the education of children.

The item above measures competency 005:

The school librarian applies knowledge of librarianship and information science to help the school community locate, evaluate, and use information to solve problems and to encourage lifelong reading and learning.

36. The librarian's primary purpose for conducting such an evaluation should be to:
- A. rank the school's library program in comparison with other such programs in the district.
 - B. justify requests for additional funding for the school's library program.
 - C. document whether the stated expectations of the librarian's position match the realities of the job.
 - D. establish a set of long- and short-term goals consistent with the needs and mission of the school.

The item above measures competency 004:

The school librarian exhibits library program leadership and collaborates within the school and community to promote the success of all students.

37. In an effort of this nature, the librarian should be aware that it is especially important to:
- A. ensure that any needed changes are implemented as quickly as possible.
 - B. motivate members of the school community to become personally involved in the process.
 - C. avoid publicizing the process until final results can be made available.
 - D. elicit from the principal a strong statement advising teaching staff to support the process.



The item above measures competency 004:
The school librarian exhibits library program leadership and collaborates within the school and community to promote the success of all students.

ANSWER KEY

Item Number	Correct Answer	Competency
1	A	001
2	D	001
3	B	001
4	A	002
5	B	002
6	D	002
7	C	003
8	A	003
9	C	003
10	C	004
11	A	004
12	A	004
13	D	004
14	C	005
15	D	005
16	D	005
17	C	005
18	C	005
19	B	006

Item Number	Correct Answer	Competency
20	B	006
21	D	006
22	A	006
23	D	006
24	C	006
25	A	006
26	B	006
27	D	006
28	D	001
29	C	001
30	B	005
31	C	003
32	D	005
33	A	005
34	B	003
35	B	005
36	D	004
37	B	004

SECTION V

PREPARATION RESOURCES

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

Journals

Book Links: Connecting Books, Libraries and Classrooms, American Library Association.

Book Report, Linworth Publishing, Inc.

Knowledge Quest, American Association of School Librarians.

Library Talk, Linworth Publishing, Inc.

School Library Journal, Cahners Publishing Company.

School Library Media Quarterly, American Library Association.

Teacher Librarian: The Journal for School Library Professionals (formerly *Emergency Librarian*), Ken Haycock and Associates, Inc.

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